

# Middle School

## Family and Consumer Sciences

Career Cluster	Education and Training; Human Services; Arts & A/V; Hospitality and Tourism
Course Code	19000
Prerequisite(s)	None
Credit	Part of middle school curriculum; credit will vary according to school
Program of Study and Sequence	This course is a foundational course, and part of the four content areas in Middle School Family and Consumer Sciences with standards for human development, relationships, career exploration and nutrition and wellness.
Student Organization	FCCLA
Coordinating Work-Based Learning	Work-based experience through volunteer opportunities
Industry Certifications	None
Dual Credit or Dual Enrollment	None
Teacher Certification	Education & Training Cluster Endorsement; Human Services Cluster Endorsement; Hospitality & Tourism Cluster Endorsement; FACS Endorsement
Resources	

### Course Description:

Middle school students are exploring many areas of life. A career decision is an important part of each student's life. Career decisions require careful planning and understanding. An awareness of the career clusters and pathways, particularly those related to Family and Consumer Sciences, is the beginning of a career destination. Transferable skills, basic knowledge and understanding of each career cluster within Family and Consumer Sciences are vital for student success.

### Program of Study Application

This is a foundational course. The course can be tailored to meet the needs of individual schools by giving them the option of choosing appropriate standards from seven content areas: Career Exploration, Nutrition, Healthy Relationships, Human Development, Textiles, Interior Design, Hospitality and Tourism

**Course Standards**

<b>Topic: Career Exploration</b>		
<b>Indicator MSFCS- CE 1 Analyze information about career opportunities to make informed career decisions</b>		<b>Integrated Content</b>
Level 4: Extended Thinking	CE 1.1 Investigate the knowledge and skills associated within the sixteen career clusters.	
Level 3: Strategic Thinking	CE 1.2 Evaluate potential careers in the Education and Training, Arts, A/V Technology and Communications, Human Services and Hospitality and Tourism career clusters	
Level 3: Strategic Thinking	CE 1.3 Assess social, economic and technology influences on career choices.	

<b>Indicator MSFCS- CE 2 Evaluate employability and soft skills in school, community and workplace settings.</b>		<b>Integrated Content</b>
Level 3: Strategic Thinking	CE 2.1 Investigate employability and soft skills in school, community and workplace settings.	
Level 2: Skill/Concept	CE 2.2 Use service learning or volunteerism to develop employability and soft skills.	
Level 4: Extended Thinking	CE 2.3 Develop leadership and teamwork skills.	

<b>Indicator MSFCS -CE 3 Create a personal learning plan that incorporate a career path.</b>		<b>Integrated Content</b>
Level 4: Extended Thinking	CE 3.1 Analyze career assessment results to explore career cluster options.	
Level 4: Extended Thinking	CE 3.2 Develop a personal learning plan needed to achieve individual and career goals.	

<b>Topic: Nutrition</b>		
<b>Indicator MSFCS-NW 1 Investigate careers in the nutrition and wellness industry.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	NW 1.1 Explore knowledge and skills needed for careers in nutrition and wellness related occupations.	

<b>Indicator MSFCS- NW 2 Explain the components of individual and family wellness.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	NW 2.1 Describe how food choice decisions affect personal and family wellness.	
Level 2: Skill/Concept	NW 2.2 Investigate the relationships between physical activity and healthy lifestyles.	
Level 1: Recall	NW 2.3 Identify the six main nutrients and their relationship to a healthy lifestyle.	
Level 2: Skill/Concept	NW 2.4 Describe factors contributing to nutrition-related diseases and disorders.	

<b>Indicator MSFCS - NW 3 Apply food safety and sanitation practices.</b>		<b>Integrated Content</b>
Level 3: Strategic Thinking	NW 3.1 Explain common practices that promote safe and sanitary food conditions.	

<b>Topic: Human Development</b>		
<b>Indicator MSFCS-HD 1 Investigate careers in the Education and Training and Human Services clusters.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	HD 1.1 Explore knowledge and skills needed for careers in Education and Training and Human Services clusters.	

<b>Indicator MSFCS - HD 2 Analyze human growth and development.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	HD 2.1 Investigate the stages of human development, birth through adulthood.	
Level 3: Strategic Thinking	HD 2.2 Analyze how the family contributes to healthy human development.	
Level 2: Skill/Concept	HD 2.3 Analyze the impact of social issues and technology on human development.	

<b>Indicator MSFCS- HD 3 Analyze practices that promote growth and development.</b>		<b>Integrated Content</b>
Level 1: Recall	HD 3.1 Summarize the areas of human development.	
Level 4: Extended Thinking	HD 3.2 Evaluate developmentally appropriate learning activities for all ages.	
Level 3: Strategic Thinking	HD 3.3 Demonstrate understanding of practices that promote the health and safety of all ages.	
Level 2: Skill/Concept	HD 3.4 Understand the roles and responsibilities of a caregiver.	

<b><u>Topic: Healthy Relationships</u></b>		
<b>Indicator MSFCS -R 1 Investigate careers in Human Services and Education and Training</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	R 1.1 Explore knowledge and skills needed for careers in Human Services and Education and Training clusters.	

<b>Indicator MSFCS- R 2 Analyze how personal growth influences relationships.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	R 2.1 Explain how personal needs, wants and values affect relationships.	
Level 1: Recall	R 2.2 Summarize the effects of self-esteem, mental health, and self-image within relationships.	

	<b>Indicator MSFCS- R 3 Analyze skills needed to build and maintain positive relationships.</b>	<b>Integrated Content</b>
Level 2: Skill/Concept	R 3.1 Explain the role of positive communication skills in relationships.	
Level 3: Strategic Thinking	R 3.2 Analyze how personal standards, ethics, and values guide behaviors in relationships.	
Level 4: Extended Thinking	R 3.3 Apply problem-solving strategies and decision making to relationship issues.	
Level 2: Skill/Concept	R.3.4 Understand strategies to resolve conflicts in relationships.	

<b><u>Topic: Textiles</u></b>		
<b>Indicator MSFCS -T 1 Explore career opportunities in textiles and clothing industry.</b>		<b>Integrated Content</b>

Level 2: Skill/Concept	T 1.1 Explore knowledge and skills needed for careers in the textile and clothing industry.	
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<b>Indicator MSFCS- T 2 Demonstrate skills used in textile production.</b>		<b>Integrated Content</b>
Level 1: Recall	T 2.1 Recognize textile production terminology.	
Level 2: Skill/Concept	T 2.2 Interpret technical instructions.	
Level 2: Skill/Concept	T 2.3 Demonstrate textile production skills.	

<b><u>Topic: Interior Design</u></b>		
<b>Indicator MSFCS-ID 1 Explore career opportunities in interior design.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	ID 1.1 Explore knowledge and skills needed for careers in interior design.	

<b>Indicator MSFCS- ID 2 Demonstrate skills used in interior design.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	ID 2.1 Describe the elements and principles of design used in an interior space.	
Level 2: Skill/Concept	ID 2.2 Use space planning guidelines.	

<b><u>Topic: Hospitality and Tourism</u></b>		
<b>Indicator MSFCS- HT 1 Explore career opportunities in the hospitality and tourism industry.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	HT 1.1 Explore knowledge and skills needed for careers in the hospitality and tourism industry.	

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<b>Indicator MSFCS -HT 2 Demonstrate skills, customer service and safety precautions needed in hospitality and tourism.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	HT 2.1 Recognize customer service in the hospitality and tourism industry.	
Level 2: Skill/Concept	HT 2.2 Identify safety precautions in the hospitality and tourism industry.	